

Policy Component: Communication and Promotion

Goal

School districts will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits. Districts will engage students, families, the community and the media in promoting a healthy school environment.

Rationale

The promotion of consistent messages in the school environment reinforces the district's commitment to students' health. Marketing materials in the cafeteria and classrooms should support the concepts and practices in the district's nutrition and physical activity policies. Marketing targeted to children through multiple media channels contributes to their choices about foods, beverages and physically active pursuits. Families have a significant influence on students' eating and physical activity habits. Partnering with the local community increases schools' effectiveness in providing consistent health messages.

Policy Recommendations

Policies for Communication and Promotion will address the following areas:

- Consistent Health Messages
- Engaging Families
- Engaging Students
- Partnering with Community Organizations
- Food Marketing in Schools
- Media

Specific guidance regarding the implementation of each policy recommendation for Marketing and Promotion follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

Each policy component section provides recommendations (not requirements) for policy language for Marketing and Promotion. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.

Policy Recommendations

Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Engaging Families

The school district shall encourage family involvement to support and promote healthy eating and physical activity habits. The district shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school. The district shall offer nutrition education for parents which can include providing healthy eating seminars, sending home nutrition information, postings on district website, providing nutrient analyses of school menus in language families can understand and any other appropriate methods for reaching families. The district shall provide families with a list of foods that meet the district's nutrition standards and ideas for healthy celebrations, rewards and fundraising activities. The district shall provide opportunities for families to share their healthy food practices with others in the school community. The district shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

Note: Throughout this document the words "parent(s)" and "family(ies)" will be used in the broadest sense to mean those adults with primary responsibility for children. SDE prefers the use of "family" to "parent" because not all responsible agents are parents, but most are family, either by relationship or function.

Engaging Students

Schools shall consider student needs in planning for a healthy school nutrition environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

Policy Recommendations

Partnering with Community Organizations

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Food Marketing in Schools

School-based marketing shall be consistent with nutrition education and health promotion. Thus, schools shall limit food and beverage marketing to the promotion of foods and beverages that meet the U.S. Department of Agriculture (USDA) nutrition standards for meals or the district's nutrition standards for foods and beverages. Schools shall promote healthy food choices and shall not allow advertising that promotes less nutritious food and beverage choices. The promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy products, shall be encouraged.

Media

Schools shall work with a variety of media, such as local newspapers, radio and television stations, to spread the word to the community about healthy eating and physical activity behaviors, and a healthy school environment.



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Consistent Health Messages

Making healthy food choices and physical activity available for students is critical to providing a healthy school environment. It is also important to actively promote healthy eating and physical activity to students, families, school staff members and the community. Positive health messages can be promoted through a variety of activities, including:

- featuring regular messages about healthy eating, nutrition education and physical activity in school media (e.g., newsletters, announcements, bulletin board, communications folders and school menus);
- working with school and student organizations (e.g., student council, PTA/PTO and other parent volunteers/organizations) to develop promotional materials that include consistent nutrition and physical activity messages;
- conducting special nutrition and physical activity promotions and events that involve the entire school community, including classroom and cafeteria;
- providing nutrition and physical activity information and resources at registration, PTA/PTO meetings, open houses, health fairs and teacher in-service training;
- providing signage or labeling for healthy food and beverage options in the cafeteria and throughout the school (e.g., vending machines and school stores), via school menus, menu boards, tent cards, posters and other promotional signage;
- providing signage to encourage drinking water;
- providing materials in school and community venues (e.g., websites, offices of local health providers, School-Based Health Centers and after-school programs) that promote healthy eating and physical activity; and
- sending healthy lunch box ideas on a regular basis to families through communications folders.

Foods and beverages sold at school should not contradict nutrition messages in the classroom and school environment. School foods and beverages should meet the nutrition standards developed by the district. Information on nutrition standards for foods and beverages is contained in *Section 5 – Nutrition Standards*.

Note: Schools should provide bilingual signage and materials as appropriate to the local community. Messages should be culturally relevant and reflect the importance of good nutrition and healthy eating and physical activity habits.

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Engaging Families

Families have a significant influence on helping children to develop healthy eating and physical activity habits. They can also be effective allies in promoting support for the district's nutrition and physical activity policies and programs. It is important for districts to communicate with families in ways that respect families' cultural backgrounds and promote their participation in health-related activities at school and home. Districts also need to provide information that encourages families to teach their children about health and nutrition, to provide nutritious meals and to participate in regular physical activity.

Parents need to understand – and help communicate to other parents – the nutrition and physical activity issues that impact their children's health. Parents also need to ensure that healthy meals are served at home and brought to school, and they need to encourage their children to engage in healthy eating and regular physical activity.

Schools can encourage two-way communication by using effective strategies that allow sharing of information from school to home and home to school to better incorporate parents' perspectives in school-developed programs and materials. Strategies for schools to encourage communication, family involvement and support include:

- recruiting parents to serve on the district's School Health Team;
- working with PTA/PTO members and other parent volunteers/organizations to encourage parent involvement in nutrition and physical activity efforts at school;
- encouraging parents to plan, promote and conduct nutrition education activities and events in collaboration with school staff members;
- soliciting parent input prior to developing nutrition and physical activity programs and materials;
- providing information to families on nutrition and physical activity issues, e.g., newsletters, fact sheets, health fairs and workshops (see *Handouts for Children, Parents and School Staff Members* in *Section 3 – Nutrition Education and Promotion*);
- sending cafeteria menus and nutrition information home with students;
- providing a tear-off form at the bottom of newsletters, handouts and other informational materials that parents can use to respond with questions or concerns about specific issues;
- using local media (e.g., television, radio and newspapers) to provide information and resources on nutrition and physical activity issues, such as district policies, local health issues, programs and activities;
- including home activities on nutrition in student assignments, e.g., interviewing family members about personal food habits, recording food intake, looking at food labels, reading nutrition-related articles or newsletters, creating a healthy snack or meal, and talking about media's effect on food choices;
- including home activities on physical activity in student assignments, e.g., maintaining physical activity logs, planning games for a family picnic and helping with chores at home;
- providing ideas for healthy alternatives to fundraising, celebrations and food as a reward (see *Section 5 – Nutrition Standards for School Foods and Beverages*);
- encouraging parents to send healthy snacks and meals to school and refrain from sending or bringing in foods and beverages that do not meet the district's nutrition standards;

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- inviting parents and family members to eat with their children in the cafeteria;
- requesting parents' input on nutrition and physical activity issues through surveys, forums, focus groups, school committees, school organizations and other means;
- inviting families to attend exhibitions of student nutrition projects or health fairs;
- involving families in school garden projects;
- offering nutrition education activities at family nights and other school events;
- providing opportunities to share culturally diverse eating practices and traditions;
- providing nutrition workshops;
- providing opportunities for physical activity that involve the whole family, e.g., family sports night, dances, games that involve physical activity, walk-a-thons; and
- promoting opportunities for physical activity at school and in the community.

Engaging Students

Students can be a powerful force for creating change in the school community. Students can serve on the local School Health Team and be actively involved in the local policy development process. *Playing the Policy Game* (California Project Lean, 2003) is one resource to help districts involve students in developing nutrition and physical activity policies in the school and community. (<http://www.californiaprojectlean.org/>).

Schools may also want to consider encouraging the development of a Student Wellness Council, which brings students together to learn about and promote nutrition, physical activity and wellness. A Student Wellness Council also serves as a link between students, school nutrition personnel, administrators and the community.

In addition to inviting students to serve on the local School Health Team or Student Wellness Council, schools can encourage student involvement by empowering students to act on various nutrition and physical activity initiatives. Sample activities might include:

- conducting meetings to discuss nutrition and physical activity topics;
- conducting nutrition, health and wellness fairs;
- coordinating classroom and cafeteria education efforts;
- coordinating nutrition and/or physical activity contests;
- decorating the cafeteria and other areas of the school, e.g., nutrition and physical activity posters and displays;
- educating the school community about nutrition and physical activity, e.g., bulletin boards, newsletters, fact sheets, websites, assemblies and school events;
- providing input to school food service personnel on menu development;
- taste testing new food products;
- conducting student nutrition and fitness surveys;

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- planning special events for promotions, e.g., National Nutrition Month, National School Lunch Week;
- developing school wellness programs;
- researching a nutrition or physical activity topic for a report to the School Health Team, an article for the school newspaper or a feature story for school-operated television;
- planning and promoting food drives;
- planning and promoting healthy school fundraisers;
- participating in physical activity events to raise money for charity, e.g., walk-a-thons, bike-a-thons, jump roping and basketball tournaments;
- educating other students about timely nutrition and physical activity issues; and
- conducting peer-to-peer programs and peer mentoring programs.

Partnering with Community Organizations

Partnering with community organizations allows districts to more effectively promote consistent health messages. Many organizations are willing to work with local school districts to support and promote nutrition and physical activity initiatives. Examples of potential partners include:

- nonprofit health organizations, e.g., American Cancer Society, American Heart Association and American Diabetes Association;
- Cooperative Extension, Expanded Food and Nutrition Education Program (EFNEP);
- YMCA/YWCA;
- Boy Scouts and Girl Scouts;
- Boys and Girls Clubs, 4-H clubs;
- local civic organizations, e.g., Kiwanis, Lions or Rotary Club;
- faith-based groups;
- School Readiness Councils;
- local elected officials;
- law enforcement officials;
- armed services;
- town park and recreation programs;
- youth sports leagues;
- libraries;
- local hospitals, clinics and medical associations;
- local medical professionals;
- local health organizations and coalitions;
- local businesses;



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- commercial fitness centers;
- physical fitness programs for children with disabilities, e.g., Unified Sports and Special Olympics;
- local universities/colleges and their students; and
- local health departments/districts.

Schools can partner with community organizations to provide a variety of activities related to nutrition, physical activity and student wellness. Some ideas include:

- conducting meetings to discuss nutrition and physical activity topics;
- participating in community-based nutrition education campaigns (such as 5 A Day) sponsored by public health agencies or organizations;
- participating in educational physical activity fundraisers, e.g., the American Heart Association's *Jump Rope for Heart* and *Hoops for Heart*, and the American Diabetes Association's *School Walk for Diabetes*;
- working with local community leaders to provide *Kids Walk-to-School Program* (<http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm>);
- working with community organizations and businesses to provide time and space for physical activities;
- working with nonprofit health organizations to promote consistent media messages at school and in the community;
- recruiting local organizations and businesses to participate in school health and fitness fairs;
- cosponsoring nutrition and physical activity events in local schools, e.g., Project ACES – *All Children Exercise Simultaneously* (<http://www.projectaces.com/>);
- obtaining local funding, services and other resources for local nutrition and physical activity programs and activities;
- working with local hospitals to provide wellness programs for students, families and school staff members;
- inviting local university/college students to conduct nutrition and physical activity initiatives;
- conducting outreach on nutrition and physical activity through Family Resource Centers and School-Based Health Centers;
- volunteering with Unified Sports (a division of Special Olympics) to help with local community events for children with cognitive and physical impairments (<http://www.casciac.org/ciacindex.shtml>); and
- promoting a “loaned executive” program between the school system and local hospitals, organizations and businesses in order to provide additional professional services to schools, e.g., a local hospital donating the time of a registered dietitian to work with the district on policy development policy.

Resources to assist with community-based initiatives are found in *Partnering with Community Organizations* under *Resources* at the end of this section.

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Food Marketing in Schools

Many marketing techniques target the promotion of foods of low-nutrient density, i.e., foods that are high in calories from fat and/or sugar but contain relatively few, if any, vitamins and minerals. In order to promote healthy food choices, schools should not allow advertising that promotes less nutritious food and beverage choices. Acceptable and unacceptable marketing techniques are summarized in the chart below.

Acceptable and Unacceptable Marketing Techniques**Acceptable Marketing Activities** (*promote healthful behaviors*)

- Vending machine covers promoting water
- Pricing structures that promote healthy options in a la carte lines or vending machines
- Sales of fruit or other healthy foods for fundraisers
- Coupons for discount gym memberships
- Healthy eating messages provided in a variety of venues, e.g., posters, school newsletter, menu backs, school-operated television, intercom announcements, etc.

Not Acceptable (*promote foods and beverages of low-nutrient density*)

- Logos and brand names of foods and beverages of low-nutrient density on or in vending machines, books or curriculums, textbook covers, school supplies, scoreboards, school structures and sports equipment
- Educational incentive programs that provide food as a reward
- Programs that provide schools with supplies when families buy foods and beverages of low-nutrient density
- In-school television, e.g., Channel One
- Free samples or coupons for foods and beverages of low-nutrient density
- Fundraising activities using foods and beverages of low-nutrient density

Adapted with permission from *Model School Wellness Policies*. National Alliance for Nutrition and Activity, 2005. <http://www.schoolwellnesspolicies.org/>

Promoting School Meals

When marketing is used in schools, it should promote good nutrition, healthy foods and physical activity. School food service programs can use marketing to promote healthy school meals and food choices. Meals can be marketed in the classroom and related to the curriculum. They can also be marketed in the cafeteria using signage, food samples, giveaways and other promotional events such as theme days. Schools can also involve families through menus, take-home newsletters, invitations to family meals at school and presentations at parent organizations.

Promotions can be powerful marketing tools that have a direct, meaningful impact on customers and their purchasing decisions. As customers of the school food service program, students, faculty and

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staff members have choices to make in deciding what to purchase and what not to purchase. Effective nutrition promotions can encourage choices of healthy foods and beverages. Promotions can be used to:

- show customers that the school food service department cares about them and places a high priority on health and nutrition;
- get customers excited or interested in the programs so that they keep participating;
- highlight specific services or products;
- introduce new items on a continual basis, such as highlighting a new recipe on the menu or featuring a new item each month;
- introduce or reinforce an identity or a marketing theme, such as National School Lunch Week or School Breakfast Week;
- celebrate a nutrition and health awareness event, such as National Nutrition Month, National 5 A Day Month and National Diabetes Month;
- establish a distinctive image or “brand” for the school food service department; and
- reinforce the school food service department’s role in the total school environment by collaborating on special school activities and events.

Promotions are designed to cause action. Ultimately, a promotion is designed to change some attitude or belief and/or cause customers to buy something. For instance, a promotion may be designed to convince students that the fruits and vegetables on the school salad bar taste good or that they want to eat breakfast at school. National School Lunch Week and School Breakfast Week, for example, are designed around annual themes to promote the value of school meals to the entire school community. A promotion may strive to influence students to buy the reimbursable meal in general or to try a new product in particular.

For additional information, see *Marketing* under *Resources* at the end of this section and *Nutrition Promotion* in *Section 3 – Nutrition Education and Promotion*.

Media

The media can expand the reach of school district efforts, reinforce messages throughout the community, and increase public support for a healthy school nutrition environment. Some strategies for using the media include:

- announcing school menus daily on local radio and television programs, and having them printed in the local newspaper;
- writing an opinion piece on school nutrition and physical activity issues for the local paper;
- inviting local media to attend nutrition and physical activity events at your school;
- inviting a local radio station to broadcast from the school; and
- appearing on local television and radio talk shows to discuss local nutrition and physical activity issues, program and activities.

USDA's *Changing the Scene* (<http://www.fns.usda.gov/tn/healthy/changing.html>) contains tips and resources to help schools work with the media. Additional resources are found in *Working with the Media* under *Resources* at the end of this section.

References

- Changing the Scene: Improving the School Nutrition Environment*, U.S. Department of Agriculture, 2000:
<http://www.fns.usda.gov/tn/healthy/changing.html>
- Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, MMWR, June 14, 1996/45(RR-9);1-33:
<http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>
- Idaho Implementation Guide for School Wellness Policy*, Idaho Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/ID_ID-Implementation%20Guide%205-24-05.pdf
- New Mexico Action for Healthy Kids School Wellness Toolkit, Part I: Nutrition*, New Mexico Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/NM_AFHK%20Nutrition%20Toolkit%20-%20FINAL.pdf
- Wellness Policy Toolkit*, Wyoming Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/WY_WY-Wellness%20Policy%20Toolkit.pdf

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Engaging Families

- Family Involvement in Children's Education: Successful Local Approaches*. Features strategies used by 20 local Title I programs to overcome barriers to parent involvement.
<http://www.ed.gov/pubs/FamInvolve/index.html>
- Guidelines for Family-Friendly Schools*, The Institute for Responsive Education. A self-assessment that can be used to find out if a school is doing all it can to encourage a family-friendly atmosphere.
<http://www.responsiveeducation.org/tipGuidelines.html>
- Healthy Habits for Healthy Kids: A Nutrition and Activity Guide for Parents*, American Dietetic Association, 2003: http://www.wellpoint.com/healthy_parenting/index.html
- Making Family and Community Connections*. An on-line workshop that presents different ways to create partnerships among schools, parents and members of the local community. Participants begin in the "explanation" section, which describes the concept, then move along to the other sections where they go from concept to classroom. <http://www.thirteen.org/edonline/concept2class/familycommunity/index.html>
- Measure of School, Family, and Community Partnerships*. This instrument is designed to measure how a school is reaching out to involve parents, community members and students in a meaningful manner. The measure is based on the framework of six types of involvement developed by Epstein.
<http://www.nwrel.org/csrdp/Measurepartner.pdf>
- National Center for Family & Community Connections with Schools at Southwest Educational Development Laboratory*. Syntheses of research on school-family-community partnerships with a searchable database of research reports. <http://sedl.org/connections/>
- National Network of Partnership Schools*. Established by researchers at Johns Hopkins University, the National Network of Partnership Schools provides a number of tools and resources for developing and maintaining comprehensive programs of school-family-community partnerships. Dr. Joyce Epstein's research-based framework of six types of involvement is the basis of a comprehensive partnership program.
<http://www.csos.jhu.edu/p2000/default.htm>

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National Standards for Parent/Family Involvement Programs, PTA. Voluntary guidelines to strengthen parent and family involvement on behalf of children in schools and other programs. The standards embody practices shown to lead to success and high-quality parent involvement programs.
<http://www.pta.org/documents/assessment.pdf>

North Central Regional Educational Laboratory's Pathways to School Improvement Project. Synthesizes research, policy and best practice on issues critical to educators engaged in school improvement. See section on family and community involvement. <http://www.ncrel.org/sdrs/>

Parents' Views on School Wellness Practices, Action for Healthy Kids, 2005. Summary of a survey of parents of school-age children to determine their views on nutrition and physical activity in schools, as well as the changes they believe are most needed. The survey found a significant gap between what parents believe is happening and what is actually happening in terms of school nutrition and physical activity.
http://www.actionforhealthykids.org/special_exclusive.php

Preventing Childhood Overweight and Obesity: Parents Can Make a Difference, Penn State and Pennsylvania Department of Education, 2004. Includes a VHS tape, a DVD video and print materials which address community and school involvement in improving student wellness.
http://nutrition.psu.edu/projectpa/frames_html/frames_homepage.html (Scroll down to fourth header.)

The Family Involvement Network of Educators (FINE). Provides links to new family involvement resources on the FINE website as well as on other websites. Family Involvement Research Digests and Bibliographies highlight new research, methods and findings in family educational involvement.
<http://www.gse.harvard.edu/hfrp/projects/fine.html>

Engaging Students

Changing the Scene: Improving the School Nutrition Environment, U.S. Department of Agriculture, 2000:
<http://www.fns.usda.gov/tn/healthy/changing.html>

Helping Kids Create Healthier Communities. This opinion brief highlights the work of 10 groups of students who participated in making their schools and communities healthier places, and argues that such programs are vital to preparing students for their future lives as healthy adults.
<http://www.ascd.org/cms/index.cfm?TheViewID=1684>

New Mexico Action for Healthy Kids School Wellness Toolkit, Part I: Nutrition, New Mexico Action for Healthy Kids, 2005:
http://www.actionforhealthykids.org/filelib/toolsforteam/recom/NM_AFHK%20Nutrition%20Toolkit%20-%20FINAL.pdf

Playing the Policy Game, California Project Lean, 2003. Assists districts with involving students in developing nutrition and physical activity policies in the school and community. <http://www.californiaprojectlean.org/> (Click on "Resource Library," then "Advocacy and Policy Tools" and scroll down to bottom.)

Partnering with Community Organizations

Building Business Support for School Health Programs, National Association of State Boards of Education, 1999. Focuses on building support for coordinated school health among the business community, and provides a concrete, hands-on, step-by-step approach to accomplishing tasks such as assembling communications teams and strategies, working with business leaders, reaching out to the media and handling difficult or controversial topics.
http://www.nasbe.org/merchant2/merchant.mvc?Screen=PROD&Store_Code=N&Product_Code=BBS&Category_Code=SHSP

Community Action to Change School Food Policy: An Organizing Kit, Massachusetts Public Health Association. Resource to assist with organizing to pass policy to eliminate junk foods and sodas from school campuses. It includes many supporting documents that will help parents, school personnel and community members make a strong case to promote healthy foods in schools. <http://www.mphaweb.org/>

Community Nutrition Action Kit, U.S. Department of Agriculture, 1996. A kit for use with Grades 3-6, their families and community volunteers that contains youth activities, family/caregiver activities and community activities, with guidelines for implementation, reproducible handouts, resource information and references.
<http://www.fns.usda.gov/tn/Resources/cnak.html>

Community Tool Box, University of Kansas. Supports work in promoting community health and development by providing more than 6,000 pages of practical skill-building information on more than 250 topics. Topic sections include step-by-step instruction, examples, check-lists and related resources.
<http://ctb.ku.edu/index.jsp>

Do More-Watch Less! California Obesity Prevention Initiative, California Department of Health Services, 2005. A toolkit for after-school programs and youth-serving organizations to encourage tweens (ages 10-14) to incorporate more screen-free activities into their lives while reducing the time they spend watching TV, surfing the Internet and playing video games. <http://www.dhs.ca.gov/ps/cdic/copi/>

Evaluating Community Programs and Initiatives Community Toolbox, University of Kansas:
http://ctb.ku.edu/tools/en/tools_toc.htm

Jump Rope for Heart. This educational fundraising event by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance is held each year in elementary schools nationwide. Jump Rope for Heart teaches students the benefits of physical activity, how to keep their heart healthy, and that they can help save lives right in their own community.
<http://216.185.112.5/presenter.jhtml?identifier=2360>

Kids Walk-to-School Program. A community-based program from the Centers for Disease Control and Prevention that aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults. <http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm>

Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils, Iowa Department of Public Health, 2000. This guide is tailored to the planning needs of school district staff members charged with forming a Community-School Health Advisory Council. The guide also will be useful to school staff members who work with other health-related school committees, as well as parents and other community partners interested in promoting coordinated school health.
http://www.idph.state.ia.us/hpcdp/promoting_healthy_youth.asp

Promoting Physical Activity: A Guide for Community Action, Centers for Disease Control and Prevention, 1999. This guide uses a social marketing and behavioral science approach to intervention planning, guiding users through a step-by-step process to address the target population's understanding and skills, the social networks, the physical environments in which they live and work, and the policies that most influence their actions. <http://www.cdc.gov/nccdphp/dnpa/pahand.htm>

Resource Guide for Nutrition and Physical Activity Interventions to Prevent Obesity and Other Chronic Diseases, Centers for Disease Control and Prevention, 2003. Provides selected references and resources for developing or updating community nutrition and physical activity programs. Topics include obesity prevention and control, increased physical activity, improved nutrition and reduced television time.
<http://www.cdc.gov/HealthyYouth/physicalactivity/publications.htm>

School Walk for Diabetes. An educational school fundraising program that promotes healthy living, school spirit and community involvement. <http://schoolwalk.diabetes.org>

Taking the Fizz out of Soda Contracts: A Guide to Community Action, California Project LEAN, 2002. Also includes PowerPoint presentation on exclusive soda contracts.
<http://www.californiaprojectlean.org/resourcelibrary/default.asp> (Click on "Advocacy and Policy Tools," then scroll down to bottom.)

The Community Guide to Helping America's Youth, Helping America's Youth Initiative, 2005. Developed by nine federal agencies focused on connecting at-risk youth with family, school and their community in order to help children and teens reach their full potential. The guide helps communities build partnerships, assess needs and resources and select from program designs that could be replicated locally.
<http://www.helpingamericasyouth.gov/default.htm>

The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, Food and Drug Administration and U.S. Department of Agriculture, 2003. Guidance for after-school program leaders working with young adolescents. http://teamnutrition.usda.gov/Resources/power_of_choice.html

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Marketing

Are You a Blowhard? You Should Be! School Nutrition Association, February 2005. Marketing strategies for school nutrition programs. <http://www.schoolnutrition.org/Index.aspx?id=1194>

Communications and Marketing in Keys to Excellence, School Nutrition Association:
<http://www.asfsa.org/keys/>

Food Marketing to Children and Youth: Threat or Opportunity? National Academies' Institute of Medicine, 2006: <http://books.nap.edu/catalog/11514.html>

National School Lunch Week. Resources to help schools promote National School Lunch Week.
<http://www.asfsa.org/nslw/>

Promoting Healthy School Meals: Make Marketing Work for You, School Nutrition Association, November 24, 2004: <http://www.schoolnutrition.org/Index.aspx?id=907>

School Breakfast Week: <http://www.schoolnutrition.org/NSBW.aspx?id=1100>

Working with the Media

Active Communication: A Guide to Reaching the Media, National Coalition for Promoting Physical Activity:
<http://www.ncppa.org/MediaGuide.pdf>

Changing the Scene: Improving the School Nutrition Environment, U.S. Department of Agriculture, 2000:
<http://www.fns.usda.gov/tn/healthy/changing.html>

Getting Your Message Out: A Media Guide for Team Nutrition, U.S. Department of Agriculture, October 2003:
<http://www.fns.usda.gov/tn/Resources/gettingmessageout.html>

National School Public Relations Association: <http://www.nspra.org/>

Public Relations Society of America: <http://www.prsa.org/>

Tools for Effective Communications, International Food Information Council. A series of communication tools designed to provide the skills needed to understand our audience and to promote healthful dietary practices using consumer-friendly language. <http://www.ific.org/tools/>

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.